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ABSTRACT

This manual describes an English skills program which provided individualized basic skills instruction to 280 low-achieving high school students. English teachers and reading teachers worked together in the English classroom to meet the needs of students whom guidance counselors had determined, through achievement test scores, IQ, classroom performance, and teacher recommendations, to be in need of special assistance. In the skills class, each student was given diagnostic testing, basic skills instruction, and a prescriptive program of remediation. Students remained in the program until they reached the potential level needed for achievement in traditional English classes or until they graduated from high school. (KS)

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# THE ENGLISH SKILLS PROGRAM

# TEACHER'S MANUAL

BEST COPY AVAILABLE

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Newburgh Free Academy
Newburgh, New York



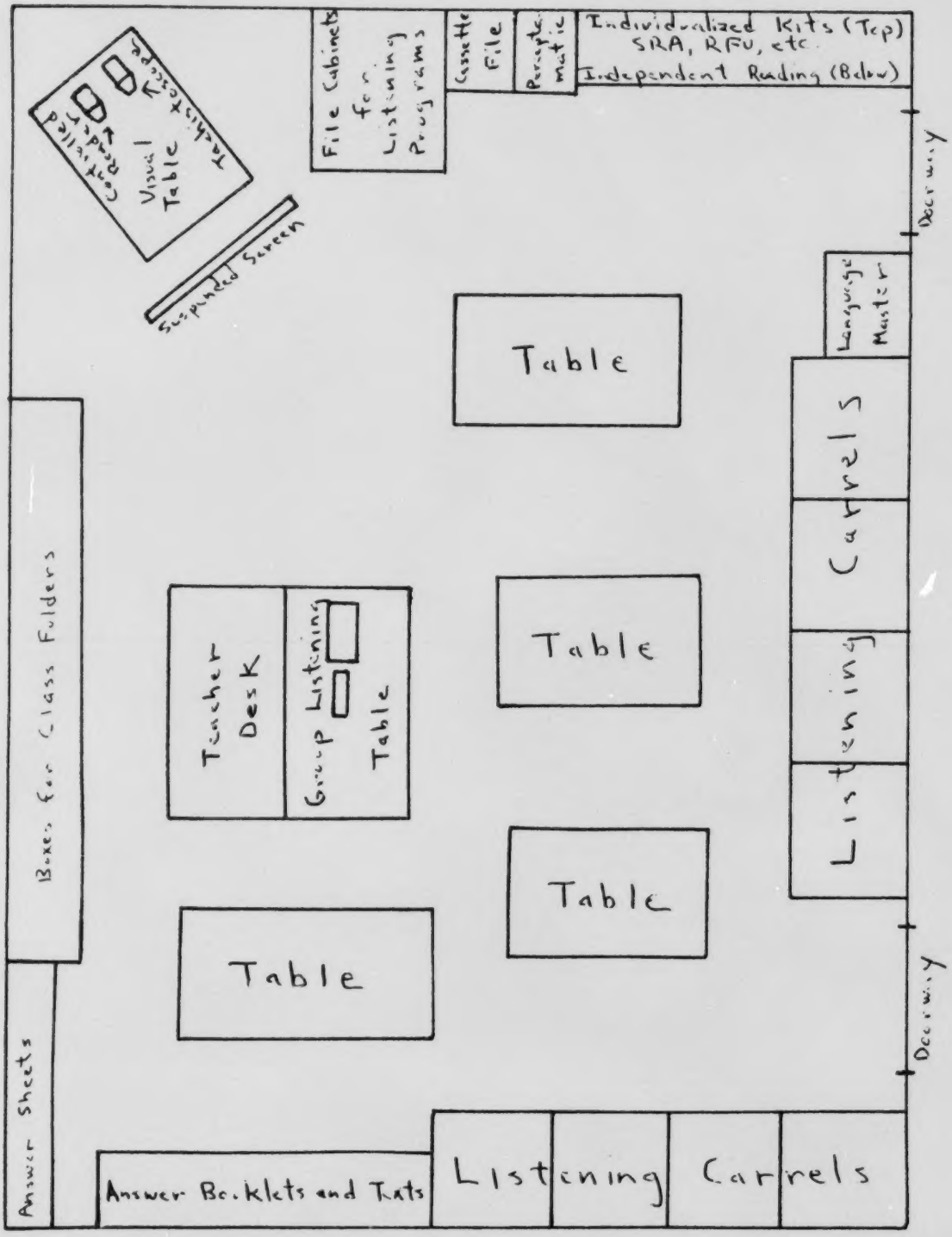
U.S. 203 286

## PREFACE

The English Skills Program provides individualized basic skills instruction to 280 low achievers. By having English teachers and reading teachers work together in the English classroom we are able to meet the needs of all our students who are deficient in basic skills. Guidance counselors determine that a student is a low achiever by considering IQ, achievement test scores, classroom performance and teacher recommendations. Students designated as low achievers are automatically scheduled for an English Skills Program class meeting in one of our two specially equipped English labs. In a Skills class each student is given diagnostic testing, basic skills instruction, and begins a prescriptive program of remediation. Students remain in the English Skills Program until they reach the potential level needed for achievement in traditional English classes or until they graduate from high school.

AN ENGLISH LABORATORY

NEWBURGH FREE ACADEMY - ENGLISH SKILLS PROGRAM



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# ENGLISH TEACHERS CAN TEACH READING

Junior and senior high schools often face the problem of how to provide reading instruction for all of the students who need it. Reading Teachers alone can seldom meet with all of the students who need help, and scheduling problems for an extra subject invariably interfere anyway. At Newburgh Free Academy we are meeting the needs of our students by putting the reading program into the regular English classes for low achievers.

Newburgh Free Academy is a senior high school with a student population of 2700. Approximately 10% of our students have reading deficiencies requiring an individualized program of remediation. The traditional English classes could not meet the needs of the students, and the remedial reading classes could not handle the number of students with reading problems. Both English teachers and reading teachers were dissatisfied with the program we had. At the principal's request, a committee was established to write a curriculum proposal for a new method of English instruction for our low achievers. The committee members included the reading teachers, the English teachers involved with low achievers, the director of Language Arts & Reading, and the principal, with representatives from guidance, the library, and the clinic.

At the beginning no one realized the scope of the change to be made. It took seven months of almost weekly meetings for all of the suggestions and criticisms to be researched and discussed. Over the months, we realized that to meet the needs of the students we would have to abandon the traditional approach to English instruction in classes for low achievers. As a result, our final proposal was that English classes for low achievers become an individualized program in communication skills to be taught by English teachers directed and assisted by reading teachers. Such a move requires a lot more commitment from the teachers and backing from the administration than the simple statement suggests, but everyone concerned approved the concept of the English Skills Program.

The commitment from the teachers had originated in the committee itself. Adopting suggestions of the reading teachers, the English teachers decided on the changes to be made in the curriculum. They also insisted on the assistance of the reading teachers. Any reluctance of teachers to work together in a classroom was overcome by the realization that without the expertise of reading teachers in testing, scheduling, and implementing, the program couldn't succeed. For the reading teachers

it was a chance to help twice as many students as we could in our own classes, and we welcomed the chance to work with English teachers in the program.

The administration also made a big commitment to the program. First, and perhaps most important to the total concept, the reading teachers were freed of regular teaching duties. From now on the reading teachers would work with English teachers, rather than in special remedial classes. At our own request, however, the reading teachers would each have one class in the program in order to try new materials and techniques. The second commitment was to purchase some $12,000 worth of equipment and materials to supplement the inventory of the previous remedial reading program. Third, the district used its own materials and employees to establish two English laboratories and a reading resource center.

The English Skills Program began in September, 1973. Both of our reading teachers were involved, along with five English teachers selected from those who had requested the assignment. An in-service course for our English teachers was not approved, and we began the year with a situation of on-the-job training which, in hindsight, was probably an advantage. Our English teachers have learned through experience. Also, this lack of specific training created an air of cooperation between English and reading teachers which has now become a pattern of working together to solve problems as they arise. Although the class technically belongs to the English teacher since he is the boss on a daily basis, there is really dual authority whenever a reading teacher is in the classroom. Beyond this, the students realize that questions specifically related to reading or infringements on the rules of the labs will be referred to the reading teachers. Although the reading teachers have no administrative position, they are in charge of directing all aspects of the program and are responsible to the director of Language Arts & Reading for all instruction in the program.

The curriculum of the English Skills Program is similar to what takes place in a typical remedial reading class. After administering several reading and diagnostic tests, the reading teachers write an individual schedule for each student. This is a weekly schedule, with five different activities designed to fit the specific needs of the student. A schedule may be revised or completely changed as progress is evaluated. Generally there is an effort made to maintain a separation of materials within the grade levels so that a student does not return in September to the same materials he had the previous year. Since most of our materials are leveled this does not preclude individual scheduling. But it does have a distinct second advantage. It allows us to heavily stress basic reading skills in the tenth grade, reading appreciation and interpretation in the eleventh grade, and career

skills in the twelfth grade. Although the opportunity and encouragement for advancement is always present, for the eleventh and twelfth graders there is little time left, and we want them to learn an appreciation for reading and gain confidence in their own skills before they leave school.

One of the results of the curriculum requirements and the expanded faculty has been the development of an extensive organization for the program. Reading teachers in remedial classes tend to have their own methods of organization, and even our two reading teachers had previously used slightly different systems. With the English Skills Program a unified system of everything from record keeping to procedures to standards is essential. This has had several advantages. First, it allows any teacher immediate access to information on a student; since either of two reading teachers or an English teacher might need this information for evaluation, immediate access is important. Second, it allows any of us to deal realistically with the students, their parents, and guidance counselors who ask questions on any aspect of problems or progress. Third, it has allowed all of the teachers in the program to work together without confusion, and this has certainly aided in communication.

As a program, however, we probably differ significantly from other reading programs in three areas: faculty, scheduling, and control. Our faculty is made radically different by the English teachers involved in the program. In scheduling, guidance counselors automatically schedule students designated as low achievers into the English Skills Program. This serves to guarantee these students the individualized skills program they need while they are earning English credit required for high school graduation. We even test most of the student body each September in an effort to locate other students who need an individualized reading program. There is always some movement into and out of the English Skills Program as we work to best meet the needs of the students.

Through control of the program we hope to increase our efficiency and eliminate problems. Control begins with the reading teachers who are responsible for directing all aspects of the program; and who, by working with the English teachers, maintain the level of instruction in the classes. The director of Language Arts & Reading is in daily contact with the reading teachers and evaluates all procedures and instruction. A Committee For the Continuing Development and Evaluation Of the Program was also established to provide total communication between the director, the principal, guidance, the library, psychological services, and the clinic. Although communication lines are always open, the committee offers the reading teachers and English teachers an opportunity to meet with important per-

sonnel for up-to-date evaluations and to promote improvements in the program. Having all the supportive services meet together provides for total understanding of the goals of the program; and through the personal involvement of the supportive services in the program, tends to promote greater assistance in achieving our goals.

With reading teachers restricted to small classes we couldn't meet the needs of our students. By changing the English curriculum, we have. In classes averaging 20 students, English teachers and reading teachers work together in a program of individualized instruction. English teachers can teach reading, if reading teachers are available to test, write the schedules, and assist on a regular basis.

OBJECTIVES OF THE ENGLISH SKILLS PROGRAM

1. To provide an educational program which focuses on the individual needs and abilities of each student;

2. To determine each student's level of reading ability and provide the means by which he can progress at his own best pace to learn the skills he needs to reach potential level;

3. To foster in each student a more positive attitude toward the study of reading and a desire to improve his communication skills;

4. To give each student the majority of the responsibility for his own progress in order to foster the independent habits needed beyond high school;

5. To develop each student's confidence in his ability to succeed by meeting him at his present level of ability and then providing the means by which he can progress in skills development;

6. To provide a challenging learning experience for each student no matter what his ability level;

7. To provide the student with an organized and sequential study of basic communication skills;

8. To stress student involvement in the learning process by having students understand their weaknesses and by constantly evaluating their progress;

9. To provide materials which, while stressing reading, always foster the listening, writing, and speaking skills of the students;

10. To provide each student with the opportunity to achieve competency in communication skills, reach his own potential level of achievement, and graduate from high school with basic career skills.

COOPERATIVE TEACHING

What makes the English Skills Program seem so complex but what really makes the English Skills Program work so well is cooperative teaching: a reading teacher and an English teacher working together in the English lab. What is this cooperative teaching? Is it team teaching? Does it cause problems? Does it work?

As simply as possible, cooperative teaching involves combining the expertise of two teachers with different training in order to fully meet the needs of a group of students. The secondary English teacher is specifically trained to teach literature and composition. The reading teacher is prepared to teach decoding and comprehension skills. Put the two teachers together and you offer the low achiever a language arts class which truly teaches him the communication skills he needs.

Is it team teaching? No. One of the two teachers is generally the "boss" when it comes to any aspect of the program. The division of duties is complete and will even be confusing to a new teacher in the program, but the division actually protects the teachers as it allows each to be in charge of what he does best. The English Skills Program is run by the reading teacher, but the English Skills class is run by the English teacher. An ESP class is an English class taught by an English teacher. The reading teacher is in the class to supplement the instruction offered by working individually with the students on the development of their reading skills.

Certainly there are problems caused by having two teachers in a room together. But as I write this we are facing our fourth year of the English Skills Program, and the most serious problem we have had was over a drink of water. What does a child do to his parents? If he doesn't get the answer he wants from one parent, he goes to the other. The student who wanted the drink was told no by the English teacher and so asked the reading teacher who said yes. The drink was insignificant, but the English teacher was furious. We learned that there can be only one boss, the English teacher; and we learned that we must prevent the students from ever playing us against each other.

Yes, it works. Cooperative teaching in the English Skills Program has proven to be completely successful. It's not easy. Both teachers have to work at it by doing their part as described in this manual. But it is essential. It is the expertise of the two teachers, not the materials, the labs or the organizational structure, which allows us to meet the needs of our low achievers.

ENGLISH SKILLS PROGRAM

DUTIES OF THE READING RESOURCE TEACHER

The reading resource teachers are directly responsible to the Director of Language Arts & Reading for all instruction within the program.

The specific duties of the reading resource teachers are as follows:

1. To establish all procedures used in the English Skills Program;
2. To evaluate the results of all testing;
3. To write all individual schedules for remediation of reading deficiencies;
4. To prepare and/or distribute all materials used in the individualized program;
5. To assist classroom teachers in the implementation and continuation of the individualized program by evaluating the level of instruction and improving remediation techniques;
6. To be in the classroom at least one day each week for purposes of evaluating student progress on individual schedules and making revisions as indicated;
7. To be in the classroom to individually tutor any student whose progress evaluation indicates the need for such assistance;
8. To confer individually with any student referred to the Reading Resource Center by the classroom teacher;
9. To be available for direct assistance in the classroom when requested by the classroom teacher;
10. To continually select, order, and determine the application of all materials used in the English Skills Program.

ENGLISH SKILLS PROGRAM

DUTIES OF THE ENGLISH TEACHER

The English teachers are expected to work in cooperation with the reading resource teachers who are responsible for the instruction in the English Skills Program.

The specific duties of the English teachers are as follows:

1. To follow the program procedures as set forth by the reading resource teachers;
2. To grade all tests and work with the reading resource teachers in evaluating testing results;
3. To supervise activity in the individualized program and operate the lab;
4. To give each student the individual help he needs;
5. To complete daily performance evaluations;
6. To complete all record keeping needed to maintain the black book and any statistical data required by the reading resource teachers;
7. To prepare activity 5 class activities appropriate for the class;
8. To be familiar with the materials and procedures used in the class;
9. To work as a team with the reading resource teachers, librarians, guidance counselors, psychologists, nurses and administrators in meeting the needs of the students;
10. To be sufficiently aware of each student's performance in the program to recommend level placement for the following year.

## DIAGNOSTIC PROCEDURE

During the first two weeks of school all English Skills Program students take a battery of tests including the

Stanford Reading Test
Gates MacGinitie Reading Test
Botel Word Opposites Test

and in addition the 10th graders take the

Test of Basic Skills

which we have developed to fit our diagnostic needs. All instructions and materials relating to these tests will be supplied by the reading teachers prior to testing dates. The English teachers are responsible for administering and scoring in accordance with the directions received.

A modified battery of tests will also be given at other times during the school year. Students are tested in December, March and June. On an individual basis students may be tested at any time during the school year, but such testing will be solely the responsibility of the reading teacher.

Naturally testing is extremely important to a prescriptive program such as this one, but we try to keep testing to a minimum. In fact, the English Skills Program operates on the belief that for secondary students much more is needed for diagnosis than testing results. We attempt to benefit from all information available on our students.

To facilitate this, in June the reading teachers research all in-coming ESP students and complete the Student Profile (see p. 10). For students already in the program we have the Pupil Evaluation (see p. 11) and the Evaluation Checklist (see p. 12) completed by their previous ESP English teachers. These forms provide teachers in the program with information about their students. ESP teachers are asked to use testing time to become familiar with this information.

Only by making a total effort to compile information on each student, including teacher insights, previous academic record, personal problems and testing results, can we meet the needs of our low achievers.

10 BACKGROUND INFORMATION IS ESSENTIAL IF WE ARE TO AVOID LOSING VALUABLE TIME. THE READING TEACHER COMPLETES THIS PROFILE BASED ON RESEARCH IN GUIDANCE RECORDS AND A DISCUSSION WITH THE COUNSELOR. THE PROFILE IS KEPT ON FILE IN THE READING CENTER FOR TEACHER USE. THIS INFORMATION IS AVAILABLE TO TEACHERS AS SOON AS THEY HAVE THEIR CLASS LISTS.

STUDENT PROFILE FOR ENGLISH SKILLS PROGRAM DATE TABULATED

C O N F I D E N T I A L

NAME _____ DATE ENTERING ESP_____ GRADE_____

DATE OF BIRTH_____ AGE____ IQ_____ as of 19___ OTIS_____ OTHER_____

STANDARDIZED READING ACHIEVEMENT SCORES

RETAINED IN 1 2 3 4 5 6 7 8 9 SUBJECT DIFFICULTY AREAS READING _____
ENGLISH_____
MATH _____
SOC ST _____
SCIENCE _____

FAMILY PARENTS IN HOME FATHER_____
MOTHER_____

NUMBER OF CHILDREN _____

PHYSIOLOGICAL PROBLEMS _____

_____

_____

PSYCHOLOGICAL PROBLEMS_____

_____

_____

BEHAVIORAL PROBLEMS_____

_____

TEACHER EVALUATIONS_____

_____

_____

REFERRED TO PSYCHOLOGIST YES ____ NO ____ DATE OF REFERRAL 19___

RECOMMENDATIONS OF PSYCHOLOGIST _____

_____

PREVIOUS REMEDIATION IN READING YES ___ NO ___ GRADES _____

EVALUATION OF PROGRESS _____

WHEN A STUDENT BEGINS A SECOND OR THIRD YEAR IN THE PROGRAM WE SUPPLEMENT THE PROFILE WITH AN EVALUATION COMPLETED BY HIS ESP ENGLISH TEACHER. STUDENTS ARE EVALUATED BY THEIR ENGLISH TEACHER AT THE END OF EACH YEAR IN THE PROGRAM. THIS INFORMATION IS KEPT ON FILE IN THE READING CENTER AND MADE AVAILABLE TO THE STUDENT'S TEACHER THE FOLLOWING YEAR. IN THE ENGLISH SKILLS PROGRAM WE OFTEN DISCOVER STUDENT PROBLEMS WHICH ARE NOT DOCUMENTED IN THE STUDENT'S PERMANENT RECORD.

ENGLISH SKILLS PROGRAM PUPIL EVALUATION

Student _____ Grade _____

Teacher _____ Date _____

BEHAVIOR PROBLEMS

EMOTIONAL PROBLEMS

PHYSICAL PROBLEMS

COMMENTS

IQ _____

12 IN ADDITION TO A GENERAL PUPIL EVALUATION, THE ENGLISH TEACHER EVALUATES EACH STUDENT ACCORDING TO HIS PERFORMANCE IN THE ENGLISH SKILLS PROGRAM. COMPLETED AT THE END OF THE SCHOOL YEAR THIS SIMPLE CHECKLIST SIGNALS THE STUDENT'S NEXT ESP ENGLISH TEACHER AS TO HOW THE STUDENT WILL RESPOND TO INDIVIDUALIZED INSTRUCTION.

ENGLISH SKILLS PROGRAM
Evaluation Report

STUDENT _____ GRADE _____ DATE _____

TEACHER _____ FINAL GATES SCORE _____ GROWTH OF _____

| STRENGTH | ADEQUATE | INADEQUATE | WEAKNESS |
|---|---|---|---|
| **1. SELF-CONCEPT** | | | |
| Has positive feelings about himself. Realistically evaluates his strengths and weaknesses. ☐ | Usually feels positively about himself and relations with others. May be realistic about what he can do. ☐ | Frequently has doubts or is negative about own value or how others feel about him. Often says he can do something he cannot or refuses to try something he would be able to do. ☐ | |
| **2. INITIATION OF ACTIVITY** | | | |
| Voluntarily initiates activity. ☐ | Occasionally needs help in initiation, accepts it readily. ☐ | Frequently spends long period before initiating, usually rejecting teacher encouragement. ☐ | Rarely initiates activity, rejects teacher encouragement ☐ |
| **3. ATTENTION SPAN** | | | |
| Can stay with an activity for a full period. ☐ | Can remain with task until it is completed, but needs encouragement to continue. ☐ | Needs encouragement to stay with task until completed, would rather talk, etc. ☐ | Seldom works except with direct teacher supervision. ☐ |
| **4. INTEREST** | | | |
| Interested in new things, wants to try new materials, asks for level changes. ☐ | Curious about new things, materials, etc. May investigate on his own. ☐ | Can be intrigued by really unusual things, but usually uninterested. ☐ | Shows little or no interest in anything ☐ |
| **5. FRUSTRATION TOLERANCE** | | | |
| Is inventive in solving problems, if completely blocked is mature. ☐ | Usually tries and accepts failure well, but if frustrated may behave immaturely. ☐ | Sometimes reacts to mild frustration by giving up or acting aggressively. ☐ | Unable to tolerate frustration, usually gives up, cheats, or behaves aggressively. ☐ |

| 6. RELATIONSHIP WITH TEACHER | | | |
|---|---|---|---|
| Self sufficient, may volunteer help or support to teacher. ☐ | Warm relationship but asks for help or attention only when appropriate. ☐ | Sometimes requires an unusual amount of help or seeks attention through aggression. ☐ | Continually seeks help or attention, or ignores teacher entirely. ☐ |
| **7. REACTIONS TO OTHER ADULTS** | | | |
| Will initiate contact and ask for help, etc. ☐ | Does not initiate contact but will accept it and work with another teacher or tutor. ☐ | Will not respond to initiation, or refuses to work with another adult until knows them well. ☐ | Avoids and/or refuses contact with another adult. Questions the authority of another adult. ☐ |
| **8. ACCEPTANCE OF RULES AND ROUTINES** | | | |
| Understands and obeys, even when teacher is not present or working with others. ☐ | Usually conforms to rules and routine, but can deviate when appropriate. ☐ | Frequently tests limits or fails to follow routine, or becomes confused when routine is changed. ☐ | Testing of limits and resisting of routine a continuous problem, or becomes anxious at any deviation from schedule. ☐ |
| **9. INTERACTION WITH PEERS** | | | |
| Initiates peer relationships. Helpful and cooperative with others. ☐ | Occasionally initiates peer relationships and usually accepts initiation from others. ☐ | Sometimes isolates himself from others. ☐ | Avoids others most of the time, or never initiates peer contacts. ☐ |
| **10. PEER RELATIONSHIPS** | | | |
| Respects rights of others and protects own interests maturely ☐ | Respects rights of others, may react to protect self, but not without reason. ☐ | May be unable to protect self from verbal or physical abuse, or sometimes aggressive. ☐ | Completely unable to protect self, or frequently aggressive without reason. Usually disrupts others. ☐ |

ADDITIONAL COMMENTS:

14 INITIALLY, STUDENTS ARE SCHEDULED INTO THE ENGLISH SKILLS PROGRAM AFTER BEING DESIGNATED AS LOW ACHIEVERS BY GUIDANCE AND/OR THEIR FAILURE TO MEET NYS MINIMUM COMPETENCY REQUIREMENTS IN LANGUAGE ARTS. AS A FINAL CHECK ON SCHEDULING, IN SEPTEMBER THE READING TEACHERS SUPERVISE TESTING OF ALL STUDENTS IN AN EFFORT TO VERIFY THAT ALL LOW ACHIEVERS HAVE BEEN SCHEDULED INTO THE PROGRAM AND THAT THE STUDENTS ALREADY IN THE PROGRAM CAN BENEFIT FROM REMEDIATION. IN THE CASE OF EXCEPTIONS, THE READING TEACHERS ARE RESPONSIBLE FOR RECOMMENDING ABILITY LEVEL CHANGES.

READING TESTING

In addition to extensive diagnostic testing carried out in the English Skills Program, the reading resource teachers are responsible for testing reading levels in other English classes. The policy for such testing was established by the Director of Language Arts & Reading and reads as follows:

September Reading Tests

Initial testing of students scheduled into English 10-S and the English Skills Program will be conducted during the first and second weeks of September. Students who test an average reading ability or better will have their scores verified by the reading resource teachers. An interview will then be arranged with the student's guidance counselor to determine the proper placement of the student.

Initial testing of students scheduled into English level 3 classes will be conducted during the third week of September. Students who test below average in reading ability will be individually tested by the reading resource teachers to verify the score. An interview will then be arranged with the student's guidance counselor to determine the proper placement of the student.

Testing of level 1 and level 2 students is also required so that scores may be released to the other departments of the school.

Release of Scores

The reading resource teachers will compile all available reading scores and make a copy of the results available to each department and to the library.

Test Administered

The Botel Word Opposites Test is used to determine grade level scores. This test was selected because it can be administered in one 40 minute period and is easily checked.

RECOMMENDATIONS FOR RE-SCHEDULING INTO AND OUT OF THE ENGLISH SKILLS PROGRAM ARE HANDLED THROUGH A COMMUNICATION SKILLS EVALUATION COMPLETED BY A READING TEACHER. RECOMMENDATIONS MADE TO GUIDANCE BY A READING TEACHER WILL BE FOLLOWED PROVIDED PARENTAL APPROVAL IS GRANTED. THIS FORM BECOMES PART OF THE STUDENT'S CONFIDENTIAL RECORD.

READING RESOURCE CENTER

COMMUNICATION SKILLS EVALUATION

NAME _____ Age ____ Grade ____ Homeroom _____

Referred by _____ Reason _____

_____

_____

Facts Affecting Testing

Test Conditions
___Optimum
___Acceptable
___Minimal

Student Attitude
___Excellent
___Good
___Fair
___Poor
___Unacceptable

Comments _____

_____

Test Results — Test — Purpose — Evaluation

Observations

Conclusions

Recommendations

_____
Reading Resource Teacher

16 THE INTEREST INVENTORY IS USUALLY ADMINISTERED THE FIRST DAY OF SCHOOL. ALTHOUGH WE OCCASIONALLY LEARN SOME VERY INTERESTING INFORMATION, THIS INVENTORY ALSO CAUSES CERTAIN PROBLEMS. MANY MINORITY STUDENTS FEEL THIS INVENTORY IS AN INVASION OF THEIR PRIVACY AND MAY REFUSE TO ANSWER CERTAIN QUESTIONS, PARTICULARLY 5 AND 20. THE INVENTORY MAY BE ADMINISTERED AT THE OPTION OF THE ENGLISH TEACHER.

INDIVIDUAL INTEREST INVENTORY

Instructions: Answer all questions on the separate sheet of paper provided.

1. Name?
2. Age?
3. Address?
4. City or town?
5. What is the name, age, and relationship to you of each person who lives in your home?
6. What do you plan to do when you finish high school?
7. How do you spend your time after school?
8. Of all the things you do in your spare time, which do you like to do most? Why?
9. What did you do last summer?
10. What magazines do you read?
11. What are your favorite TV shows?
12. What movies have you seen in the past few months which you have liked?
13. What newspapers and what sections of them do you read?
14. What are your favorite sports?
15. Are there any books that you can name that you liked to read?
16. How to you feel about school?
17. If you have a reading homework assignment, do you do it?
18. What is a favorite hobby? How much of your time does it take?
19. Do you work after school or on weekends? When? Where? (If you usually work at home, generally helping out or babysitting, include this.)
20. What reading materials are in your home? Magazines? Newspapers? Books?
21. Do you think reading will be important in your future? Why or why not?
22. Do you want to improve your reading ability? Why or why not?
23. Is there anything else you would like your teacher to know about you? You may include any information about yourself you wish.

THE ATTITUDES QUESTIONNAIRE IS USUALLY ADMINISTERED THE SECOND DAY OF SCHOOL. THIS INFORMATION IS INTERESTING IF THE STUDENTS ANSWER HONESTLY; UNFORTUNATELY, THEY TEND TO GIVE THE ANSWERS THEY THINK WE WANT. THE ENGLISH TEACHER HAS THE OPTION OF USING THE QUESTIONNAIRE. IF PROPERLY EXPLAINED TO THE STUDENTS, IT CAN PROVIDE SOME INFORMATION ABOUT INDIVIDUALS AND WILL GIVE A CLASS PROFILE OF HOW THE STUDENTS FEEL ABOUT SCHOOL.

ATTITUDES TOWARD SCHOOL NAME _____

| | | | |
|---|---|---|---|
| 1. | Most kids have as much trouble learning as I do. | YES | NO |
| 2. | The only advantage in going to school is to get a better job. | YES | NO |
| 3. | Most teachers are too strict with their students. | YES | NO |
| 4. | Making money is the main reason for getting an education. | YES | NO |
| 5. | Most teachers are usually unfair. | YES | NO |
| 6. | Education helps you understand the world around you. | YES | NO |
| 7. | Most teachers understand kids. | YES | NO |
| 8. | I am smarter than most kids my age. | YES | NO |
| 9. | Adults think school is important. | YES | NO |
| 10. | Kids should be permitted to quit school at any age. | YES | NO |
| 11. | Most teachers try to treat kids fairly. | YES | NO |
| 12. | School makes me feel important. | YES | NO |
| 13. | I enjoy going to school. | YES | NO |
| 14. | Most school work is too hard for me. | YES | NO |
| 15. | I am proud of my school. | YES | NO |
| 16. | Homework is a waste of time. | YES | NO |
| 17. | Most teachers like kids. | YES | NO |
| 18. | It is usually the teacher's fault when I get in trouble. | YES | NO |
| 19. | Teachers often fuss at me for no reason. | YES | NO |
| 20. | My teachers often take advantage of me. | YES | NO |

18 A TEST OF BASIC SKILLS IS GIVEN TO ALL STUDENTS ENTERING THE PROGRAM. THIS IS A TEST COMPILED TO FIT OUR SPECIFIC NEEDS AND IS USED IN ADDITION TO STANDARDIZED READING TESTS. THE READING TEACHER IS RESPONSIBLE FOR ADMINISTERING AND EVALUATING THE TEST; THE ENGLISH TEACHER IS RESPONSIBLE FOR SCORING THE TEST. SEE DIAGNOSIS SHEET ON P.38 .

GUIDELINES FOR GROUP DIAGNOSTIC TESTING WITHIN THE ENGLISH SKILLS PROGRAM

All students entering the program for the first time will be given the group diagnostic test to determine special strengths and weaknesses for purposes of proper prescription.

Beginning in September, 1974, this will generally mean testing all 10th grade students. The initial testing will be revised and up-dated by observation and evaluation of classroom performance. Within a period of three years we will, thus, have an up-to-date diagnostic tool to use in determining the prescription for each student.

The group testing will be conducted in the classroom setting. The test will be administered by a Reading Resource teacher, with the classroom teacher aiding in the supervision of the testing situation.

The test will be corrected by the classroom teacher. A Reading Resource teacher will evaluate the results and complete the diagnosis form.

No definitive conclusions can be reached through this evaluation. Students who evidence a special need or score below 4th grade reading level will be referred to the Reading Resource teachers for individual testing.

GUIDELINES FOR INDIVIDUAL TESTING WITHIN THE ENGLISH SKILLS PROGRAM

Any student showing evidence of a special need or having a reading score of below 4th grade will be given the individual diagnostic evaluation.

All 10th grade students will be considered on the basis of their performance on the group diagnostic evaluation. Students who do poorly or have erratic achievement on the group test will be given the individual diagnosis, as will any student whose performance on the group reading tests is not at literacy level. Literacy as defined by the Department of Health, Education, and Welfare is 4th grade level.

The individual testing will be conducted under controlled conditions in the Reading Resource Center by one of the Reading Resource teachers.

No definitive concluaions can be reached through this evaluation. It is intended only to suggest remediation techniques. Students who show a cluster of deficiencies should be referred to the psychologist for further diagnosis.

20 AFTER ADMINISTERING THE INDIVIDUAL TEST OF BASIC SKILLS, THIS WORKUP IS COMPLETED BY THE READING RESOURCE TEACHERS. IT MAY BE USED IN WRITING AN INDIVIDUAL PRESCRIPTION, BUT IS MORE LIKELY TO LEAD TO A PSYCHOLOGICAL REFERRAL FOR DIAGNOSIS OF LEARNING DISABILITY.

ENGLISH SKILLS PROGRAM DIAGNOSIS OF SKILLS DEFICIENCIES--INDIVIDUAL TESTING

Name _____ Age ____ Grade ____ Teacher _____

Clinical Information:

Vision _____

Hearing _____

Physical Condition _____

_____

Testing Information:

Tactile Discrimination _____

_____

Laterality _____

Auditory Discrimination _____

_____

Auditory Memory _____

_____

Visual-Motor Coordination _____

_____

Visual-Motor Integration _____

_____

Visual Discrimination _____

_____

Visual Memory _____

Word Analysis _____

_____

Word Recognition _____

Sight Words _____

_____

Phonics Mastery _____

_____

Consonants _____

Consonant Blends _____

Consonant Digraphs _____

Vowels _____

Other Vowel Sounds _____

Syllables _____

Accents _____

Pronunciation _____

Oral Reading _____

Substitutions _____

Mispronunciations _____

Insertions _____

Hesitations _____

Repetitions _____

Omissions _____

Speed and Accuracy _____

Vocabulary _____

Comprehension _____

22 THIS CHECKLIST, USED IN CONJUNCTION WITH THE INDIVIDUAL TEST OF BASIC SKILLS, IS COMPLETED WHEN NECESSARY BY A READING TEACHER AND SERVES AS THE BASIS FOR A REFERRAL TO PSYCHOLOGICAL SERVICES.

READING RESOURCE CENTER NEWBURGH FREE ACADEMY

Check List to Determine Learning Disability

Name _____

1. Achievement quite low in some areas but high in others.
2. Poor eye-hand coordination, especially in fine motor activities. Drawings of simple shapes very poor and distorted.
3. Ability to carry out oral instructions at a much higher level than written instructions.
4. Reading ability slow, with many bizarre mistakes such as leaving out words entirely, substituting a word with a similar meaning, reading phrases and words backwards or in a jumbled manner, missing several lines completely while reading.
5. Mirror writing of words and numbers.
6. Reversal of letters, words, numbers.
7. Failure to comprehend meaning of numbers.
8. Poor phonetic discrimination; poor ability to follow a sequence of words or repeating a set of instructions after you.
9. When reading, obvious confusion of letters or words that look alike such as lower case d, b, q; u,n; w, m; o, e, c.
10. Restless, short attention span.
11. Impulsive, will call out in class. Won't wait for full instructions or directions.
12. Repetitive words, parts of words, parts of instructions.
13. Will ask the same question several times even though a complete answer was given the first time.
14. Disorganized, can't find his place, forgets easily.
15. Low frustration level.
16. Poor coordination.
17. Poor peer relationships.
18. Adjusts poorly to a new schedule, routine, or a new set of instructions.

19. Hyperactive, always moving, or hypoactive, seems sleepy, complains of being tired.

20. Fluctuating levels of performance drom day to day.

21. Is painfully slow or finds it impossible to finish a task.

22. When confronted with several choices, has great difficulty in making one.

STUDENTS SHOWING EVIDENCE OF A CLUSTER OF THE ABOVE CHARACTERISTICS SHOULD BE REFERRED TO THE PSYCHOLOGIST FOR FURTHER EVALUATION LEADING TO AN ANALYSIS OF HIS POSSIBLE DISABILITIES.

## INDIVIDUAL ASSIGNMENT SCHEDULES

After diagnostic testing is completed, the procedure of setting an individual assignment schedule for each student begins. The English teacher is involved in this process only by having completed the necessary testing and recorded the scores on the Testing Results Sheet (see p. 37 ). The procedure of writing the individual assignment schedules is totally the responsibility of the reading teachers.

Developing an individual schedule for each student is naturally time consuming. The reading teachers will need approximately two weeks to complete the process. When the reading teachers are done there will be two copies of the individual assignment schedule of each student: one for the student's folder (see p. 29) and one for the black book (see p. 40 ).

This prescriptive procedure is carried out three times each year: September, December and March. All students in the program receive new individual assignment schedules when remediation begins in late September, when they return from Christmas vacation and at the beginning of April. At these scheduled times, new schedules are required and are not dependent on increased reading level or a change in diagnostic needs. New assignments are made to prevent the students from becoming bored with the remediation process. In addition to these times when all students receive new schedules, it is possible to amend or completely change a student's schedule at any time. Necessary schedule revisions can be handled through referral to the reading teacher (see p. 53 ) or during the monthly conference evaluation the reading teacher has with each student.

THIS IS WHAT A TYPICAL INDIVIDUAL ASSIGNMENT SCHEDULE WOULD LOOK LIKE AT THE END OF THE SCHOOL YEAR. ALL ASSIGNMENT DECISIONS ARE THE RESPONSIBILITY OF THE READING TEACHERS.

## INDIVIDUAL ASSIGNMENT SCHEDULE

STUDENT John Doe SCHOOL YEAR 1976-77

ENGLISH TEACHER Mrs. Smith ENGLISH 10-4

| ACTIVITY | SKILL | SEPTEMBER SCHEDULE | JANUARY SCHEDULE | APRIL SCHEDULE |
|---|---|---|---|---|
| 1 | Vocabulary Development | 3140 Level 3 C + 4 Vocabulary Master | Skills Unit Vocabulary | SRA IIb Brown Learn these Words |
| 2 | Locating Information | Understanding Questions Ch. D/C E Locating Info Answers D | Locating Info Answers E Using the Context E | Target Purple |
| 3 | Listening | Listen & Read D Listen & Read EA | Listening EA | SRA Listening Exercises C |
| 4 | Comprehension | Reading Skill Cards B & C D + Listening DA | We Have Black Level 5 C D | Manpower Level 3 |
| 5 | Basic Skills | Assignment will be made at the beginning of an Activity 5 period. | | |

Mrs. McNeer
READING TEACHER

## INTRODUCTION TO BASIC SKILLS

During the September prescriptive process, the class must continue, but filling the time with valuable instruction requires special planning. Remember, the testing process is now complete, but the individual assignment schedules will not be ready for approximately two weeks. To fill this time gap the reading teachers have developed basic skills introductions appropriate for the classes depending on whether the students face their first or a successive year in the English Skills Program.

At the first ESP meeting of the year which is usually held the first day of school, English teachers will be provided with a Basic Skills Teacher's Manual to use during this time period. Ideally, the English teachers will be able to conduct this introduction using the same teaching methods of group instruction appropriate for any language arts class. The reading teachers who will be busy writing individual assignment schedules will be involved in this basic skills instruction only in the sense that they have prepared the manual and will supply the labs with student copies of the designated worksheets.

When an English teacher is ready to initiate the basic skills introduction there are two English Skills Program procedures which should be introduced to the class, explained and put into daily operation.

The first procedure to explain is the student folder. Teachers are advised to handle the explanation in the following manner:

1) Distribute a folder to each student;
2) Have the student print the following information on the upper right hand side of the front of the folder

   Name
   Period Number
   Room Number

   and print his name only on the folder tab;
3) Distribute a conversion chart to each student, have him tape it onto the inside back cover of his folder, and explain how to use the chart;
4) Point out to the students the location of the storage box belonging to their class;

5) Instruct the students that from this day forward the first thing they will do when they come to class will be to get their own folder from the storage box, that they will put all work they do into the folder and that when "clean up" is called they will return their folder to the storage box.

The second procedure to explain is the daily grade.(see p.47). Teachers are advised to handle the explanation in the following manner:

1) Using a transparancy, show the class a weekly evaluation sheet;
2) Explain that the most important thing is to come to class because each day you earn points for the work you do;
3) Tell the students what to do after an absence by telling them that during the basic skills introduction they may make up their absences by doing the sheets they missed as homework;
4) Explain the code.

## THE STUDENT FOLDER

Once the individual assignment schedules are complete and the English teachers have concluded the basic skills introduction, remediation will begin. In the English Skills Program we begin the remediation process by giving the student an organizational structure which is simple, well explained and constant. In this organizational structure the most important link is the student folder. Up to now the student has been trained to do three things with his folder: get it out, put his work in it and put it back. Now the folder must be prepared for remediation. The following procedure is recommended:

| | |
|---|---|
| Day 1 | The reading teacher will provide a general lab orientation and a general explanation of individual assignment schedules; |
| Day 2 | The English teacher will distribute and explain the English Skills Program rules, and the reading teachers will distribute the individual assignment schedules and be available to answer questions; |
| Day 3 | The students will tape their assignment schedules onto the inside right side of their folder. The reading teacher and the English teacher will work together in helping the students prepare their folder for remediation. This will involve distributing the activity sheets and providing the progress charts and lesson sheets particular to each student's individual assignment schedule. Students will organize these sheets according to the Folder Rules (see p. 46). |
| Day 4 | Activity 1 |
| Day 5 | Activity 2 |
| Day 6 | Activity 3 |
| Day 7 | Activity 4 |
| Day 8 | The reading teacher will explain the folder grading system. |

STUDENTS HAVE THEIR OWN COPY OF THEIR INDIVIDUAL ASSIGNMENT SCHEDULE. IT IS EXACTLY THE SAME AS THE TEACHER COPY. INCIDENTALLY, SKILLS ARE SOMETIMES STATED IN GENERAL TERMS. DEPENDING ON THE PSYCHOLOGICAL NEEDS OF THE STUDENT, SIGHT WORDS MIGHT BE STATED AS VOCABULARY DEVELOPMENT, ETC.

**INDIVIDUAL ASSIGNMENT SCHEDULE**

STUDENT _____ SCHOOL YEAR _____

ENGLISH TEACHER _____ ENGLISH _____

| ACTIVITY | SKILL | SEPTEMBER SCHEDULE | JANUARY SCHEDULE | APRIL SCHEDULE |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | Basic Skills | Assignment will be made at the beginning of an Activity 5 period. | | |



_____
READING TEACHER

30 ACTIVITY SHEETS ARE USED TO ORGANIZE THE STUDENT FOLDERS. FOR EXAMPLE, THE STUDENT WOULD ATTACH ALL OF HIS ACTIVITY 3 WORK TO THIS ACTIVITY 3 SHEET.

NAME _____

ACTIVITY 3

SCHEDULED MATERIAL _____

RFU PROGRESS CHART

NAME _____

Figure Number

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

THE STUDENT MUST GRAPH ALL OF HIS GRADES. MOST MATERIALS CAN LEND THEMSELVES TO THE PERCENTAGE SCORE USED IN THIS SAMPLE PROGRESS CHART.

A FEW OF OUR LESSONS CANNOT EASILY BE RECORDED IN TERMS OF A PERCENTAGE SCORE. IN THESE EXCEPTIONS, THE ENGLISH TEACHER MUST DETERMINE THE PERFORMANCE VALUE (SEE BELOW FOR CATEGORIES) SO THAT THE STUDENT CAN USE A MODIFIED PROGRESS CHART.



_____ PROGRESS CHART NAME _____

**THIS IS AN EXAMPLE OF THE FORMAL ANSWER SHEETS AVAILABLE FOR ALL MATERIALS ASSIGNED IN THE ENGLISH SKILLS PROGRAM. NOTICE THE DIRECTIONS WHICH ARE INTENDED TO MAKE THE STUDENT SELF SUFFICIENT IN COMPLETING HIS ASSIGNMENTS.**

R F U NAME _____

Give the correct figure and number for each lesson you do. When you are finished, grade your answers and record the score here and on the progress chart.

| DATE _____ | DATE _____ | DATE _____ | DATE _____ |
|---|---|---|---|
| FIGURE _____ | FIGURE _____ | FIGURE _____ | FIGURE _____ |
| NUMBER _____ | NUMBER _____ | NUMBER _____ | NUMBER _____ |
| 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 |
| 10 | 10 | 10 | 10 |
| SCORE _____ | SCORE _____ | SCORE _____ | SCORE _____ |

34 THE USE OF A CONVERSION CHART ELIMINATES THE NEED FOR MATH. THE SAMPLE SHOWS HOW TO FIGURE YOUR GRADE IF YOU HAD 15 QUESTIONS AND GOT 13 RIGHT. STUDENTS WOULD JUST TRACE WITH THEIR FINGERS; THEY SHOULD NOT WRITE ON THE CHART. IN THE EXAMPLE GIVEN, THE PERCENTAGE SCORE WOULD BE 87.

Directions: 1. Check to see how many questions there were.
2. Check to see how many of the questions you got right.
3. With this information, use the table below to find your grade and then record it on the answer sheet and the progress chart.

Number of Questions →

NUMBER RIGHT →

| Number Right | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 20 | 17 | 14 | 13 | 11 | 10 | 9 | 8 | 8 | 7 | 7 | 6 | 6 | 6 | 5 | 5 | 5 | 5 | 4 | 4 | 4 |
| 2 | 40 | 33 | 29 | 25 | 22 | 20 | 18 | 17 | 15 | 14 | 13 | 13 | 12 | 11 | 11 | 10 | 10 | 9 | 9 | 8 | 8 |
| 3 | 60 | 50 | 43 | 38 | 33 | 30 | 27 | 25 | 23 | 21 | 20 | 19 | 18 | 17 | 16 | 15 | 14 | 14 | 13 | 13 | 12 |
| 4 | 80 | 67 | 57 | 50 | 44 | 40 | 36 | 33 | 31 | 29 | 27 | 25 | 24 | 22 | 21 | 20 | 19 | 18 | 17 | 17 | 16 |
| 5 | 100 | 83 | 71 | 63 | 56 | 50 | 45 | 42 | 38 | 36 | 33 | 31 | 29 | 28 | 26 | 25 | 24 | 23 | 22 | 21 | 20 |
| 6 | | 100 | 86 | 75 | 67 | 60 | 55 | 50 | 46 | 43 | 40 | 38 | 35 | 33 | 32 | 30 | 29 | 27 | 26 | 25 | 24 |
| 7 | | | 100 | 88 | 78 | 70 | 64 | 58 | 54 | 50 | 47 | 44 | 41 | 39 | 37 | 35 | 33 | 32 | 30 | 29 | 28 |
| 8 | | | | 100 | 89 | 80 | 73 | 67 | 62 | 57 | 53 | 50 | 47 | 44 | 42 | 40 | 38 | 36 | 35 | 33 | 32 |
| 9 | | | | | 100 | 90 | 82 | 75 | 69 | 64 | 60 | 56 | 53 | 50 | 47 | 45 | 43 | 41 | 39 | 38 | 36 |
| 10 | | | | | | 100 | 91 | 83 | 77 | 71 | 67 | 63 | 59 | 56 | 53 | 50 | 48 | 45 | 44 | 42 | 40 |
| 11 | | | | | | | 100 | 92 | 85 | 79 | 73 | 69 | 65 | 61 | 58 | 55 | 52 | 50 | 48 | 46 | 44 |
| 12 | | | | | | | | 100 | 92 | 86 | 80 | 75 | 71 | 67 | 63 | 60 | 57 | 55 | 52 | 50 | 48 |
| 13 | | | | | | | | | 100 | 93 | 87 | 81 | 76 | 72 | 68 | 65 | 62 | 59 | 57 | 54 | 52 |
| 14 | | | | | | | | | | 100 | 93 | 88 | 82 | 78 | 74 | 70 | 67 | 64 | 61 | 58 | 56 |
| 15 | | | | | | | | | | | 100 | 94 | 88 | 83 | 79 | 75 | 71 | 68 | 65 | 63 | 60 |
| 16 | | | | | | | | | | | | 100 | 94 | 89 | 84 | 80 | 76 | 73 | 70 | 67 | 64 |
| 17 | | | | | | | | | | | | | 100 | 94 | 89 | 85 | 81 | 77 | 74 | 71 | 68 |
| 18 | | | | | | | | | | | | | | 100 | 95 | 90 | 86 | 82 | 78 | 75 | 72 |
| 19 | | | | | | | | | | | | | | | 100 | 95 | 90 | 86 | 83 | 79 | 76 |
| 20 | | | | | | | | | | | | | | | | 100 | 95 | 91 | 87 | 83 | 80 |
| 21 | | | | | | | | | | | | | | | | | 100 | 95 | 91 | 88 | 84 |
| 22 | | | | | | | | | | | | | | | | | | 100 | 96 | 92 | 88 |
| 23 | | | | | | | | | | | | | | | | | | | 100 | 96 | 92 |
| 24 | | | | | | | | | | | | | | | | | | | | 100 | 96 |
| 25 | | | | | | | | | | | | | | | | | | | | | 100 |

LAB OPERATION

At the beginning of an ESP class, the English teacher designates an activity number for the day. The best way to do this is by writing the activity number on the board so that the students can see it as soon as they come in the room. The students then get their folders from the class storage box, check their individual assignment schedules to see what they must do and then prepare to initiate their activities. The initiation process involves the students helping themselves to the materials and supplies they will need for their activities.

Obviously, for the students to initiate their own activities, order is important. The materials are kept in alphabetical order on shelving, except for the kits, filmstrips and cassettes which are arranged by their own categories. Less than 5% of our materials are allowed to be consumed, so we have developed an extensive system of answer sheets and progress charts for almost all activities into which the students are scheduled. These paper supplies are also kept in alphabetical order on a separate section of shelving. Generally, any student can locate materials and supplies immediately without specific direction from the teacher.

In fact, students must assume the responsibility for all of their actions in the lab. The rules (see p. 46) were developed in order to structure student actions, but should not hamper student independence so long as their actions are proper ones. In the English Skills Program it is essential that the students not only initiate their own activities, but also operate the equipment, grade their own lessons and return everything to storage at the end of the period.

Smooth functioning of the lab leaves the English teacher free to offer the individualized instruction as the students work on their activities. English teachers are expected to move about the room answering questions as they arise and noticing problems the students are having. With students working independently of the teacher and of each other, the individualized instruction the students need can be offered without interrupting the learning of anyone else.

The reading teacher, meanwhile, may be in the reading center preparing materials, testing or tutoring; or the reading teacher may be in the lab assisting the English teacher, helping students with individual problems or conducting individual conference evaluations.

THE BLACK BOOK

The class "black book" provides the communication necessary for the English teacher and the reading teacher to work together. Although personal information in the black book is always available to the student, the primary purpose is to have all necessary information on file for teacher use. Each black book contains eight sheets on each student by the end of the first marking period and at least 10 sheets by the end of the school year. These sheets, in order of placement in the book, are

Testing Results Sheet
Diagnosis of Skill Deficiency
Clinic Evaluation
Individual Assignment Schedule
Observation Sheet
Performance Graph (one/marking period)
Folder Evaluation Record
Course Requirements Record

In cooperative teaching, communication is essential. The black book sheets allow both teachers to have access to essential information on each individual student in the class. The English teacher who has primary responsibility for most of the record keeping and full responsibility for the status of the black book may believe this is an unrealistic amount of paper work. Certainly, it far exceeds the amount of paper work required in an ordinary class. The English teacher, however, must remember that in an ESP class he is responsible for grading only book reports and compositions and for preparing lesson plans only for Activity 5 days. Looked at in this way, the record keeping in the English Skills Program does not pose an additional burden and probably does not take even as much time as the other 4 lesson plans would in an ordinary class.

THE ENGLISH TEACHER COMPLETES A TESTING RESULTS SHEET ON EACH STUDENT. THIS SHEET IS DESIGNED TO SHOW ALL BASIC INFORMATION AT A GLANCE.

TESTING RESULTS

NAME _____ AGE _____ SEX _____

STANDARDIZED TESTS

Stanford Pretest_____ Post test_____

Botel Pretest_____ Post test_____

Gates Pretest Comp_____ S&A_____ Voc_____

Dec. Comp_____ S&A_____ Voc_____

March Comp_____ S&A_____ Voc_____

Post test Comp_____ S&A_____ Voc_____

WRITING SAMPLE

Spelling Comment _____

Sentences _____

Punctuation _____

PROGRESS TESTS

Vowels _____ Root Words _____

Syllables _____ Compound Words _____

Prefixes _____ Synonyms _____

Suffixes _____ Antonyms _____

COURSE REQUIREMENTS

| Book Reports | Projects | Compositions |
|---|---|---|
| 1st MP _____ | 2nd MP _____ | 1st MP _____ |
| 2nd MP _____ | 3rd MP _____ | 2nd MP _____ |
| 3rd MP _____ | 4th MP _____ | 3rd MP _____ |
| 4th MP _____ | | 4th MP _____ |

38 THE DIAGNOSIS SHEET COMPLETED BY THE READING TEACHER SHOWS BRIEF NOTATIONS IF THE STUDENT HAS SKILL DEFICIENCIES IN THESE MAJOR AREAS. THE TEST OF BASIC SKILLS PROVIDES THE INFORMATION NEEDED TO COMPLETE THIS ANALYSIS.

ENGLISH SKILLS PROGRAM DIAGNOSIS OF SKILLS DEFICIENCIES--GROUP TESTING

Name _____ Age _____ Grade _____ Teacher _____

Visual Perception

Like Figures _____

Different Figure _____

Letters _____

Picture Sequence _____

Auditory Discrimination

Sounds _____

Following Directions

Oral _____

Written _____

Phonics Mastery

Consonants _____

Consonant Blends _____

Consonant Digraphs _____

Vowels _____

Silent Letters _____

Syllables _____

Accent _____

Speed and Accuracy _____

Vocabulary _____

Comprehension _____



_____
Reading Resource Teacher

THE READING TEACHER COMPLETES THE CLINIC EVALUATION FORM INTENDED TO SHOW VISION AND HEARING DEFICIENCIES WHICH MIGHT AFFECT REMEDIATION. THE TESTING INVOLVED IS COMPLETED BY THE CLINIC AND THEN THE RECORDS ARE MADE AVAILABLE TO THE ENGLISH SKILLS PROGRAM. GENERAL HEALTH PROBLEMS ARE NOTED ON THE CONFIDENTIAL LIST PREPARED AND DISTRIBUTED BY THE CLINIC AT THE BEGINNING OF THE SCHOOL YEAR.

ENGLISH SKILLS PROGRAM

CLINIC EVALUATION OF _____

VISION

___Vision OK (no deficiency, no glasses required)

Vision deficiency

___right eye _____ _____

___left eye _____

Corrective lenses required

___yes

___no

Now wears corrective lenses

___yes

___no

___Referred for examination and/or glasses

HEARING

___Hearing OK (no deficiency)

Hearing deficiency

___right ear _____

___left ear _____

Recommendation

40 THE BLACK BOOK CONTAINS A DUPLICATE COPY OF THE STUDENT'S INDIVIDUAL ASSIGNMENT SCHEDULE. OTHER THAN SERVING AS A BACK UP TO THE STUDENT COPY SHOULD IT BE LOST, THE TEACHER COPY OF THE ASSIGNMENT SCHEDULE ALLOWS THE ENGLISH TEACHER TO MAKE CHECKS TO BE SURE STUDENTS ARE WORKING ON THE ASSIGNED ACTIVITY. THE READING TEACHER WRITES ALL SCHEDULES.

INDIVIDUAL ASSIGNMENT SCHEDULE

STUDENT _____ SCHOOL YEAR _____

ENGLISH TEACHER _____ ENGLISH _____

| ACTIVITY | SKILL | SEPTEMBER SCHEDULE | JANUARY SCHEDULE | APRIL SCHEDULE |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | Basic Skills | Assignment will be made at the beginning of an Activity 5 period. | | |

47

THE ENGLISH TEACHER COMPLETES AN OBSERVATION OF STUDENT PERFORMANCE IN THE MIDDLE OF EACH MARKING PERIOD. THIS REPORT HELPS THE READING TEACHER AND THE STUDENT HIMSELF WORK TOWARD IMPROVEMENT BY THE END OF THE MARKING PERIOD.

OBSERVATION REPORT

NAME _____

October

Attendance S☐ U☐ Quantity of Work S☐ U☐
Punctuality S☐ U☐ Quality of Work S☐ U☐
Attitude S☐ U☐
Performance Rating 1 2 3 4 5

Comment _____

_____

December

Attendance S☐ U☐ Quantity of Work S☐ U☐
Punctuality S☐ U☐ Quality of Work S☐ U☐
Attitude S☐ U☐
Performance Rating 1 2 3 4 5

Comment _____

_____

March

Attendance S☐ U☐ Quantity of Work S☐ U☐
Punctuality S☐ U☐ Quality of Work S☐ U☐
Attitude S☐ U☐
Performance Rating 1 2 3 4 5

Comment _____

_____

May

Attendance S☐ U☐ Quantity of Work S☐ U☐
Punctuality S☐ U☐ Quality of Work S☐ U☐
Attitude S☐ U☐
Performance Rating 1 2 3 4 5

Comment _____

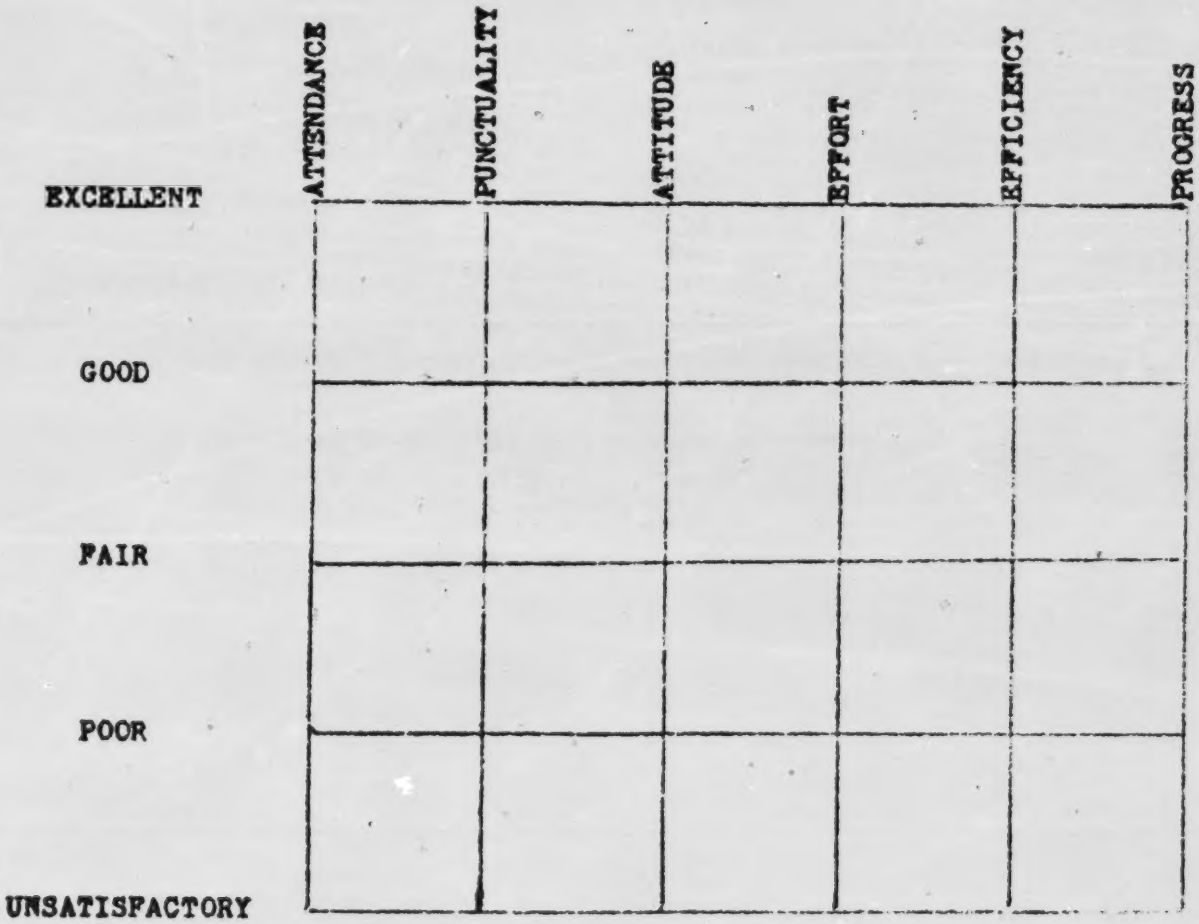
_____

42 AFTER REPORT CARDS ARE DISTRIBUTED, THE ENGLISH TEACHER SHOWS EACH STUDENT A PERFORMANCE GRAPH WHICH EXPLAINS THE FACTORS AFFECTING HIS REPORT CARD GRADE. THE ENGLISH TEACHER MAY COMPLETE THIS HIMSELF OR ASK THE READING TEACHER TO LEND ASSISTANCE. EITHER WAY, BOTH TEACHERS SIGN THE GRAPH TO SHOW THAT THEY CONCUR IN THE EVALUATION.

ENGLISH SKILLS PROGRAM

PERFORMANCE GRAPH

NAME _____ CLASS _____ DATE _____ HOMEROOM _____




GRADE _____

COMMENT _____

_____

_____

ENGLISH TEACHER _____

READING TEACHER _____

THE READING TEACHER DOES A PRELIMINARY FOLDER EVALUATION AT MID-MARKING PERIOD. RESULTS ARE RECORDED HERE FOR TEACHER USE, AND THE STUDENT IS GIVEN A COPY (SEE P. 49) TO KEEP IN HIS FOLDER.

## PRELIMINARY FOLDER EVALUATIONS

NAME _____

Date _____

☐ Acceptable ☐ Unacceptable
☐ Organization
☐ Amount of Work

Comments _____

_____

Grade _____

Date _____

☐ Acceptable ☐ Unacceptable
☐ Organization
☐ Amount of Work

Comments _____

_____

Grade _____

Date _____

☐ Acceptable ☐ Unacceptable
☐ Organization
☐ Amount of Work

Comments _____

_____

Grade _____

Date _____

☐ Acceptable ☐ Unacceptable
☐ Organization
☐ Amount of Work

Comments _____

_____

Grade _____

44 **THE END OF MARKING PERIOD FOLDER EVALUATION COMPLETED BY THE READING TEACHER IS FOR COURSE REQUIREMENTS. EACH STUDENT MUST HAVE AN ACCEPTABLE FOLDER AT THE END OF EACH MARKING PERIOD OR BE BARRED FROM THE FINAL EXAM AND FAIL THE COURSE.** THE FINAL EXAM IS THE DIAGNOSTIC POST TEST.

**FOLDER COURSE REQUIREMENTS**

NAME _____

Course Requirement: Each student must submit an acceptable folder at the end of each marking period. Any student not fulfilling this requirement will be barred from the final exam.

First Marking Period

Folder Acceptable_____ Unacceptable_____ Not submitted___

Comments _____

_____

Second Marking Period

Folder Acceptable_____ Unacceptable_____ Not submitted___

Comments _____

_____

Third Marking Period

Folder Acceptable_____ Unacceptable_____ Not submitted___

Comments_____

_____

Fourth Marking Period

Folder Acceptable_____ Unacceptable_____ Not submitted___

Comments_____

_____

_____

_____

PERMISSION TO TAKE THE FINAL DIAGNOSTIC EXAMINATION

Course requirements have been met. Yes _____ No _____

Teacher _____

GRADING PROCEDURE

Grading poses a special problem in the English Skills Program. Since this is the student's English class required for high school graduation he must receive a grade. Yet this is an individualized program and does not lend itself to grading in the conventional manner. Students can not be graded on their daily lessons and they cannot be graded on their tests; such grades are diagnostic only. In order to give our students grades which are fair to them and still reflect their performance we have developed a grading system particular to the English Skills Program.

We have chosen, after careful consideration, to base this grading system on a competitive framework. The students earn points in a work ethic approach for following the rules of the program. Each student has an equal chance to know and follow the rules, so the grades are entirely fair. Although the grading system at first appears to be complex, it really involves only two factors: following the rules and accomplishing an amount of work commensurate with your ability.

The English teacher is responsible for 2/3 of the student's grade; the reading teacher is responsible for the remaining 1/3. Report card grades for the students in the English Skills Program are determined as follows:

1/3 Daily point average

1/3 English teacher assignments average (book reports, compositions, etc.)

1/3 Folder grade average

46 THE ENGLISH SKILLS PROGRAM HAS VERY SIMPLE BUT VERY SPECIFIC RULES. THE ENGLISH TEACHER MUST MAKE SURE THAT THESE RULES ARE DISTRIBUTED AND EXPLAINED. ASSUMING A STUDENT REGULARLY COMES TO CLASS AND ATTEMPTS TO DO HIS WORK, HE WILL PASS IF HE FOLLOWS THE RULES LISTED BELOW.

ENGLISH SKILLS PROGRAM

LAB RULES

1. Do your work. See the WORK RULES listed below.
2. Remain in your seat except when getting or returning material.
3. Do not touch equipment except to use it for a lesson.
4. Check your daily grade at the end of the period.
5. Keep your folder in order. See the FOLDER RULES below.

WORK RULES

1. Get your folder when you come in the room.
2. Check your activity schedule.
3. Get what you need to do your activity.
4. Work until clean up is called.
5. Put your materials and folder away.

FOLDER RULES

1. Divide papers by activity number and clip together.
2. Keep papers in this order:
   activity sheet
   progress chart
   answer sheets
3. Keep activity numbers in order (1,2,3,4,5).
4. Grade and chart work each period.
5. Never take the folder from the room.

THE DAILY POINT SYSTEM IS OUR WORK ETHIC. THE STUDENT EARNS POINTS DEPENDING ON HOW WELL HE DOES WHAT IS EXPECTED OF HIM. THE ENGLISH TEACHER WILL EXPLAIN THIS POINT SYSTEM AND THEN ENCOURAGE STUDENTS TO CHECK THEIR POINTS AT THE END OF THE CLASS PERIOD.

CODE L LATE CU CLEAN UP
S START R REFERRAL
E EFFORT C CLINIC

WEEKLY EVALUATION

WEEK OF _____

| NAME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | TOTAL |
|---|---|---|---|---|---|---|
| | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | |
| | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | |
| | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | |
| | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | |
| | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | |
| | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | |
| | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | |
| | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | |
| | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | |
| | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | |
| | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | |
| | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | |
| | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | |
| | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | |
| | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | |
| | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | |
| | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | |
| | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | |
| | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | L E R S CU C | |

48 IT IS AGAINST STATE LAW TO GRADE ON THE BASIS OF ATTENDANCE. THE ENGLISH TEACHER SHOULD EXPLAIN TO STUDENTS THAT THEY MAY MAKE UP MISSED LABS AND THEREBY EARN THEIR DAILY POINTS. STUDENTS MAY DO MAKE UP ANY DAY DURING ANY PERIOD 1-10 BY REPORTING TO AN ENGLISH LAB AND SPENDING 40 MINUTES ON THE ACTIVITY THEY MISSED THE DAY THEY WERE ABSENT. NO STUDENT MAY DO MAKE UP AT HOME UNLESS HIS PARENT HAS CONTACTED GUIDANCE AND ASKED FOR HIS INSTRUCTION TO BE CONTINUED AT HOME DURING THE PERIOD OF HIS ILLNESS. ONCE THE STUDENT RETURNS TO SCHOOL NO ESP MATERIALS MAY BE TAKEN FROM THE LAB.

ENGLISH SKILLS PROGRAM
LAB MAKE UP

_____ _____
STUDENT DATE

_____
TEACHER

PROPERLY SIGNED, THIS MAKE UP IS GOOD FOR ONE LAB CREDIT.

FOLDER EVALUATIONS ARE COMPLETED BY THE READING TEACHER APPROXIMATELY EVERY 4 WEEKS. AT FIRST, WHILE THE STUDENTS ARE BEING TRAINED TO KEEP THEIR FOLDERS ACCORDING TO THE FOLDER RULES, A SPECIAL GRADING SCALE IS USED WHICH PUTS 50% OF THE EMPHASIS ON THE ORGANIZATION OF THE FOLDER.

FOLDER EVALUATION NAME _____

DATE _____

| | |
|---|---|
| ___5 points | The folder is neat. |
| ___5 points | The correct answer sheets and progress charts are being used. |
| ___5 points | The papers are divided into activity sections. |
| ___5 points | Each section is paper clipped together. |
| ___10 points | The progress chart is the first paper in the section. |
| ___10 points | Each lesson is graded. |
| ___10 points | All lessons are recorded on the progress charts. |
| ___10 points | Activity 1 meets minimum requirements. |
| ___10 points | Activity 2 meets minimum requirements. |
| ___10 points | Activity 3 meets minimum requirements. |
| ___10 points | Activity 4 meets minimum requirements. |
| ___10 points | Activity 5 meets minimum requirements. |

_____ TOTAL POINTS

COURSE REQUIREMENT

___The folder is acceptable.

___The folder is not acceptable.

50 BY THE TIME OF THE THIRD FOLDER EVALUATION, THE FINAL GRADING SCALE WILL BE IN USE. THIS SCALE ASSUMES AN ACCEPTABLE ORGANIZATION OF THE FOLDER, OTHERWISE THE GRADE IS 0. THIS SCALE EMPHASIZES THE AMOUNT OF WORK, EXPECTING THE FOLDER CONTENTS TO BE COMMENSURATE WITH THE STUDENT'S ABILITY.

ENGLISH SKILLS PROGRAM
FOLDER EVALUATION

DATE _____

NAME _____

POINTS OFF

| | | |
|---|---|---|
| _____ | 100 | FOLDER IS NOT ORGANIZED ACCORDING TO THE RULES FOR FOLDER. YOUR WORK CANNOT BE EVALUATED. REVIEW THE ATTACHED RULES SHEET AND ORGANIZE YOUR FOLDER CORRECTLY. |
| _____ | 10 | ACTIVITY 1 DOES NOT MEET MINIMUM REQUIREMENTS. |
| _____ | 25 | ACTIVITY 1 IS NOT ACCEPTABLE. |
| _____ | 10 | ACTIVITY 2 DOES NOT MEET MINIMUM REQUIREMENTS. |
| _____ | 25 | ACTIVITY 2 IS NOT ACCEPTABLE. |
| _____ | 10 | ACTIVITY 3 DOES NOT MEET MINIMUM REQUIREMENTS. |
| _____ | 25 | ACTIVITY 3 IS NOT ACCEPTABLE. |
| _____ | 10 | ACTIVITY 4 DOES NOT MEET MINIMUM REQUIREMENTS. |
| _____ | 25 | ACTIVITY 4 IS NOT ACCEPTABLE. |

_____ GRADE
MAXIMUM SCORE IS 100

EVALUATION:

_____ THE FOLDER IS ACCEPTABLE.

_____ THE FOLDER IS NOT ACCEPTABLE.

COURSE REQUIREMENT:

_____ YES. IF YOUR FOLDER IS NOT ACCEPTABLE YOU ARE NOW BARRED FROM THE FINAL EXAM. SEE YOUR TEACHER FOR INSTRUCTIONS.

_____ NO. THIS EVALUATION WILL AFFECT YOUR REPORT CARD GRADE BUT IS NOT ONE OF THE COURSE REQUIREMENTS.

MOVEMENT OUT OF THE ENGLISH SKILLS PROGRAM

We always hope that students will become proficient enough to no longer need the individualized instruction provided by the English Skills Program. We are able to move students out of the program at any time, although we try to make such changes before the end of October or at the end of the school year for September scheduling. The decision to move students out of ESP is a decision made jointly by the English teacher and the reading teacher. The following requirements must be met before a student will be moved:

1. English teacher recommendation
2. Outstanding performance in ESP
3. Reading level of 6.0 or better
4. Ability to write a satisfactory composition

The requirements are not intended to be restrictive, but rather are hoped to be protective of the student and to guarantee him a chance of success if the move is made.

Should we recommend that a student be moved out of the English Skills Program, Guidance is notified and parental contact is made by the counselor. If parental permission is granted, the student is scheduled into a regular English class.

52 **THE ENGLISH SKILLS PROGRAM UTILIZES A SPECIAL GROUP OF SUBSTITUTE TEACHERS WHO HAVE BEEN ORIENTATED TO THE PROGRAM. THESE INSTRUCTIONS SERVE AS A REMINDER TO THE SUBSTITUTE AND PROVIDE THE ENGLISH TEACHER WITH THE ASSURANCE THAT THE RULES OF THE PROGRAM HAVE BEEN FOLLOWED DURING HIS ABSENCE.**

ENGLISH SKILLS PROGRAM

SUBSTITUTE TEACHER REPORT

Substitute's Name _____

Substituting For _____

Date _____

General Directions:

1) Review the attached rules before class;

2) When class begins, assign the activity number designated on the teacher's lesson plans;

3) Assist the students in obtaining their materials and in initiating their activities;

4) Provide the students with the individual assistance they need during the period;

5) Call clean up 3 minutes before the bell;

6) Complete the evaluation procedure by awarding each student the points he has earned for the period.

Evaluation:

Explain any deviation from expected class procedures and/or any general problems you encountered.

Attach copy of any referral made to an administrator. If necessary, make additional comments here.



_____
SIGNATURE

THE ENGLISH TEACHER REFERS STUDENTS WITH SPECIAL PROBLEMS TO THE READING TEACHER FOR SERVICES. BECAUSE THE READING TEACHER IS DEALING WITH INDIVIDUAL STUDENTS IN AN ISOLATED SITUATION, THE ENGLISH TEACHER WHO SEES EACH STUDENT DAILY ALWAYS REMAINS THE ONE BEST QUALIFIED TO JUDGE THE NEED FOR ADDITIONAL HELP.

READING RESOURCE CENTER

REQUEST FOR SERVICES

Name of Teacher _____ Date _____

Name of Student _____ Age _____ Sex _____

Reading Level Botel _____

Gates-MacGinite Comprehension _____
Vocabulary _____

Grade _____ Period _____ Room _____

Service:

The teacher should check the category and explain what is needed.

☐ Materials
Type _____

☐ Testing
Area _____

☐ Conference
Purpose _____

☐ Tutoring
Skill _____

To Be Filled In By Reading Resource Teacher _____

Date Action Taken _____

Results _____

_____

Recommendations _____

_____

_____
Signed

DISCIPLINE REFERRALS

The English Skills Program prefers to handle its own discipline whenever possible. First of all, the program is based on the concept that through self discipline the student can perform at maximum capacity. The assumption is that there will be few if any discipline problems. Second, these low achievers are thick skinned in the sense that anything an administrator can legally do to them has already been done many times. The one thing we know is that the tactics tried before didn't work, so there is little value in taking time to try them again.

When we do have discipline problems we prefer to handle them in a positive way. Short of a spontaneous fight, our discipline problems usually involve a refusal to work or cooperate with the rules of the program. Therefore, we send the student to an administrator only as a last resort. The reading teacher will first try to deal with the situation by having a what-is-the-problem kind of talk with the student. If this doesn't work, the student is sent to the department chairman with his folder in hand and he will be required to explain the poor performance his folder shows. Up to this point no one has "fussed" at the student, but we have expected him to verbalize the problem and his lack of performance. Putting the responsibility on the shoulders of the student in a positive way seems to work.

This is not to say that we reach all students. In the English Skills Program we like to say that a student almost has to try to fail, but this year we will have a particular student repeating 10th grade for the 3rd time. By now this student should know the program as well as I do, but he refuses to cooperate. If he has asked once he has asked several hundred times, "What kind of a class is it where you have to work everyday?". Obviously, he has so far not realized that the answer to his question is an English Skills Program class.

ENGLISH TEACHERS ARE ENCOURAGED TO OFFER BASIC LITERATURE LESSONS ON ACTIVITY 5 DAYS. SINCE LOW ACHIEVERS ARE MORE LIKELY TO ENJOY A STRUCTURED LESSON, YOU ARE ASKED TO FOLLOW THIS FOREMAT DEVELOPED BY THE READING TEACHERS.

ENGLISH SKILLS PROGRAM

## Structure of Basic Literature Lessons

I. AIM
The aim (purpose) of the lesson should be in the form of a question which the total lesson will answer. Focus attention on the lesson by writing the aim on the board at the beginning of the period.

II. MOTIVATION
Try to find an interest-catcher as a lead into the story. You can sometimes appeal to the student's own interests for intrinsic motivation, but it is more likely that the desire to read will come from something you say or do for extrinsic motivation.

III. CONCEPTS
Select the essential points to be covered in the lesson. As these points come up in discussion, write them on the board and have each student make a copy which will serve as class notes for the assignment.

IV. PIVOTAL QUESTIONS
Review the total assignment by asking pivotal questions which require as answers the meaning of the lesson, as in how, why, explain, and describe. These questions could be asked in class or as a homework assignment.

V. HOMEWORK
Books in the Tempo Series cannot be taken from the classroom. Homework assignments must then be made after the reading and discussion has taken place, and will probably be of two types: review or creative writing.

NOTE: If vocabulary assignments are to be made they should be in the form of vocabulary in context (word underlined in a sentence) and not as a word list.

56 ENGLISH TEACHERS ARE REQUIRED TO OFFER CAREER SKILLS LESSONS IN THE 12TH GRADE AND ENCOURAGED TO DO SO IN THE OTHER GRADES. SUCH LESSONS SHOULD FOLLOW THE FOREMAT OF A DIRECTED READING ACTIVITY SO THAT THE STUDENTS GAIN FULL VALUE FROM THE MATERIAL PRESENTED.

ENGLISH SKILLS PROGRAM

## Directed Reading Activity

The following structure should be used for group in-class reading activity.

| | |
|---|---|
| READINESS | Focus attention on the material to be read. |
| VOCABULARY | Preview important words and words likely to be difficult for this level class. Present the words in context only by writing sentences on the board for discussion. |
| PURPOSE | Use a major question as the reason for reading. Reading the total lesson should provide the answer. |
| DIRECTED SILENT READING | Students should be given sufficient time to complete the reading assignment. Direct the reading by writing several questions on the board and reinforce his learning by giving time to write out the answers. Completion of these answers could be the daily mark on group activity days. |
| DISCUSSION | Group discussion of the reading should take place immediately. Have books closed to check retention. |
| SKILLS | Assign skills problems or writing assignment other than study questions only after the students have read and discussed the reading and will understand the assignment. |
| FOLLOW-UP | Review and put lesson into perspective. |

INDEPENDENT READING IS ENCOURAGED BUT MUST BE STRUCTURED TO BENEFIT THE STUDENT. ENGLISH TEACHERS ARE CAUTIONED TO GUARD AGAINST MISUSE OF INDEPENDENT READING BY STUDENTS WHO WISH TO AVOID THEIR INDIVIDUAL ASSIGNMENT SCHEDULE.

ENGLISH SKILLS PROGRAM

Structure For Independent Reading Lesson

1. Students should bring or be provided suitable reading material. Suitable materials would include full-length books of fiction or non-fiction, short stories, poetry. It is not recommended that students be allowed to use the independent reading period for reading magazines since such reading does not encourage the continuity in reading we hope to generate. (Magazines may be profitably used the other days of the week for the individual who has finished one assignment but would not have time to complete another.)

2. It is recommended that the independent reading lesson be conducted in the form of uninterrupted sustained silent reading with each student involved in a single reading activity. The atmosphere should be that of a library, with noise and movement kept to a minimum and with little or no direct teacher involvement with the group.

3. Teachers are encouraged to take part in the reading lesson by reading to set the example for the students.

4. If desired, the teacher may utilize the final part of the period for voluntary discussion of materials read, but oral questioning or written reports are discouraged as not leading to the purpose of the activity: to disassociate reading for pleasure from study. If teachers wish to assign book reports they should be an out-of-class activity, not associated with the independent reading lesson.

5. The independent reading lesson is required in the 12th grade and will be held as a class activity one day per week. In the 10th and 11th grade classes teachers are encouraged to hold independent reading lessons as often as feasible without disturbing the continuity of the schedule and for this reason should schedule the lessons on different days of the week.

6. Independent reading lessons should be held in the library when convenient.

58 INDEPENDENT READING CAN BE BOTH SAFE-GUARDED AND FACILITATED BY THE USE OF THE LIBRARY. THE STUDENT SHOULD EARN HIS LIBRARY PRIVILEGES BY EXCEPTIONAL PERFORMANCE ON HIS ASSIGNMENT SCHEDULE, AND HE SHOULD LOSE HIS LIBRARY PRIVILEGES IF HE SHOWS DISRESPECT FOR THE LIBRARY. ENGLISH TEACHERS MAY SEND TWO STUDENTS TO THE LIBRARY AT ANY GIVEN TIME.

ENGLISH SKILLS PROGRAM

LIBRARY PASS

STUDENT _____ PERIOD ____ DATE _____

LEFT CLASS _____ DUE BACK _____

TEACHER _____

ARRIVED IN LIBRARY _____ LEFT LIBRARY _____

PERFORMANCE (check)

☐ ACCEPTABLE ☐ UNACCEPTABLE

LIBRARIAN _____

**ENGLISH TEACHERS ARE EXPECTED TO INCLUDE THIS INFORMATION FOR PARENTS IN THE FIRST FAILURE NOTICE A STUDENT RECEIVES. PARENTS OF LOW ACHIEVERS OFTEN DO NOT UNDERSTAND SCHOOL THEMSELVES. THIS COMMUNICATION BETWEEN SCHOOL AND HOME MAY HELP THE PARENTS UNDERSTAND THEIR CONTINUING ROLE IN THE EDUCATION OF THEIR CHILD.**



READING RESOURCE CENTER NEWBURGH FREE ACADEMY

## WHAT CAN PARENTS DO?

Be sure that your child is in good physical condition. Learning problems of all types can be caused by physical deficiencies, such as diet, actual illness, or visual and hearing deficiencies. Do not depend on school exams to provide complete information in these areas. Your family physician is able to give a more thorough exam and directly inform you of the results.

Keep your child in school regularly. Every time your child is absent he falls one step behind his classmates who are in school. Because of our split session, it is very difficult to meet a teacher for a make-up lesson. If your child must be absent but is capable of doing even some work at home, contact his guidance counselor who will arrange for work to be sent home.

Encourage wide reading for all family members. The type of material being read is not as important as the act of reading itself. Magazines are often a favorite since they allow for short but complete reading sessions. The newspaper often offers articles of mutual interest for discussion. Books not associated with school assignments should be of personal choice and might relate to hobbies or special interest areas. It is most important that some reading be done just for fun and without direct relationship to school subjects. This helps to create a desire to read and establish a life-long habit of reading for personal pleasure.

Ask your child about school and his homework assignments. Most high school students detest homework, but teachers make at least some homework assignments. If your child brings little or no work home, it probably means he is not doing all that he should for success in his courses. If you have questions, contact the guidance counselor.

Follow-up on any communication you receive from the high school. If a teacher sends home a notice that your child is not doing well, he can make concrete suggestions for improvement if you contact him. Such notices always include information on how to make contact with the school. If you do not make contact, it is assumed that you are handling the problem yourself. Your child may discourage this contact thinking that parents and teachers will work against him in some way, so it is helpful for you to discuss the problem with your child and arrange for him to be present when the conference takes place. If at any time you desire communication with the school, contact the guidance counselor for an appointment.

## COMMITTEE FOR THE CONTINUING DEVELOPMENT AND EVALUATION OF THE ENGLISH SKILLS PROGRAM

This committee was established to provide external control of the Program and meets for this purpose at least three times each year. The following personnel of the school and district are included, with an explanation of their contributions in support of the Program.

Administration

The Superintendent attends primarily as a statement of his belief in the goals of the Program.

The Principal must be present to decide on any issue affecting school policy, and naturally wants to be aware of developments in the Program he initiated.

The Director of Language Arts & Reading must be present to be aware of all policy decisions since it is his responsibility to oversee all instruction in the Program.

Guidance

A guidance representative is involved in establishing guidelines for content, class size, etc. and to facilitate smoother scheduling of students moving into and out of the Program. The guidance representative is reponsible for transmitting information to the other counselors.

Library

The head librarian attends because of the close proximity of purpose between a library and a reading program. The library is always involved in our efforts to encourage the independent reading of our low achievers.

Psychological Services

A psychologist must be involved because of the need for psychological referrals and in order to assist the Program teachers in developing remediation techniques for students with learning disabilities.

Clinic

A nurse is involved to discuss visual and auditory problems, as well as the general health of the students.

Teachers

Both reading teachers and a representative of the English teachers attend in order to present the Program status to the committee. It is the teachers' responsibility to lead the committee in an assessment of the Program and to present suggested topics for committee review.

NEAR THE END OF EACH SCHOOL YEAR, ALL TEACHERS IN THE ENGLISH SKILLS PROGRAM COMPLETE THE FOLLOWING EVALUATION. THE RESULTS ARE SUMMARIZED AND PRESENTED TO THE CONTROL COMMITTEE FOR REVIEW. THE TEACHER MEMBERS OF THE COMMITTEE USE THE EVALUATION RESULTS AS THE BASIS FOR SUGGESTING IMPROVEMENTS IN THE PROGRAM.



ENGLISH SKILLS PROGRAM EVALUATION

1. General Observation

Do you feel that the individualized English Skills Program is an improvement over the traditional English curriculum previously used in Level 4 classes? Yes _____ No _____

Do you feel the Program should continue? Yes _____ No _____
If no, please explain.

2. Testing

Do you feel the English Skills Program testing is adequate to determine the individual needs of the students? Yes _____ No _____
If no, in what areas do you feel the testing is inadequate?

3. Materials

Do you feel the present materials inventory meets the individual needs of the students? Yes _____ No _____

In what areas do you feel we need to develop our inventory?

4. Guidance

Are you satisfied with your contacts with Guidance? Yes _____ No _____

Do you feel Guidance understands the goals of the Program? Yes _____ No _____

In what ways do you feel communication between Guidance and Program teachers or students could be improved?

5. Psychological Services

In what ways do you feel psychological services could aid in our evaluation of the Program students?

Do you see a need for more individual testing in regard to psychological problems? Yes _____ No _____
If yes, please explain.

Do you see a need for more professional counseling beyond the scope of services offered by our Guidance Department? Yes _____ No _____
If yes, please explain areas and benefits to be derived.

Do you see a need for testing in the area of learning disabilities? Yes _____ No _____
If yes, would you need recommended procedures in order to remediate a specific learning disability?

Do you feel that the English Skills Program should be expected to handle children with diagnosed learning disabilities? Yes _____ No _____

Do you believe that the English Skills Program, which was designed to handle low achievers, can successfully deal with learning disabilities? Yes _____ No _____
If yes, please explain what your role would be as a classroom teacher.

6. Clinic Services

Do you feel we benefit from specific information concerning visual and auditory problems? Yes _____ No _____
If no, please explain.

Is the confidential list sufficient for our needs? Yes _____ No _____
If no, please suggest alternatives.

Do we need specific assistance in the areas of drug and alcohol abuse? Yes _____ No _____
If yes, please explain.

7. Administration

In what ways do you feel the administration could aid in the goals of the English Skills Program?

Can you suggest curriculum revisions which would need administrative approval? Yes _____ No _____
If yes, please explain in some detail.

8. Class Size

Do you feel the class size of your grade level needs to be reduced? Yes _____ No _____ Grade Level _____
If yes, please explain.

9. Progress Evaluation

Do you feel the students are made sufficiently aware of their problems and the need for the instruction they receive? Yes _____ No _____
If no, please explain.

Are you satisfied with the evaluations made by the reading resource teachers? Yes _____ No _____
If no, please explain what is needed.

Are you satisfied with the course requirements? Yes_____ No _____
If no, what alternatives do we have?

10. Reading Resource Teachers

Are you satisfied with the assistance you presently receive? Yes _____ No _____
If no, please explain.

Do you need additional remediation information from the reading teachers? Yes _____ No _____
If yes, please explain.

In what ways do you feel the reading teachers could be of greater help to you and/or your students in the classroom?

11. Library Services

Do you find that your students presently make use of the independent reading offered by the library? Yes___ No ___

Do you feel the library could assist you in encouraging the independent reading of your students? Yes____ No _____
If yes, please explain how.

Should library material continue to be supplied in the classroom? Yes _____ No _____
If yes, please explain the subjects needed and the controls possible.

Should English Skills Program classes be taken to the library on a regular basis? Yes _____ No _____
If yes, what benefits would be gained?

12. General Comments

Comment on any subject not covered above or on your general view of the Program.

## CONCLUSION

The English Skills Program was developed by the teachers and administrators of Newburgh Free Academy. It is our program, and we are proud of it. We must be sure that our pride originates from the success of the program in meeting the needs of the low achievers of Newburgh Free Academy and not rest on the laurels of our exemplary status and the replications provided by the State Education Department. I sometimes worry, though, that we will become too sure of ourselves, or that other educators will look at us and believe the program can solve their problems. The English Skills Program is not a panacea. The English Skills Program is only a good organizational structure providing a way to offer remediation to all low achievers. What makes the English Skills Program successful is all the hard work that goes into it.

I believe that those of us who have so far taught in the English Skills Program would agree that it is the most challenging and demanding teaching experience of our careers. Whether or not our program continues to be successful in meeting the needs of NFA's low achievers and whether or not the program can be successfully replicated in other schools depends not on the program but on the expertise and dedication of the teachers involved.

We know that the English Skills Program can be successful at NFA. It is the judgment of the State Education Department that the program can be successfully replicated by other schools. But always remember that all the program itself can do is allow a reading teacher and an English teacher to teach with maximum efficiency. The English Skills Program will be an effective program only if it has effective teachers. Whether or not the English Skills Program meets the needs of low achievers is up to you, the teacher.

JM/76